

Contexto amplo - importância das competências socio-emocionais - para todas as idades e áreas



Social and Emotional Skills
Well-being, connectedness
and success

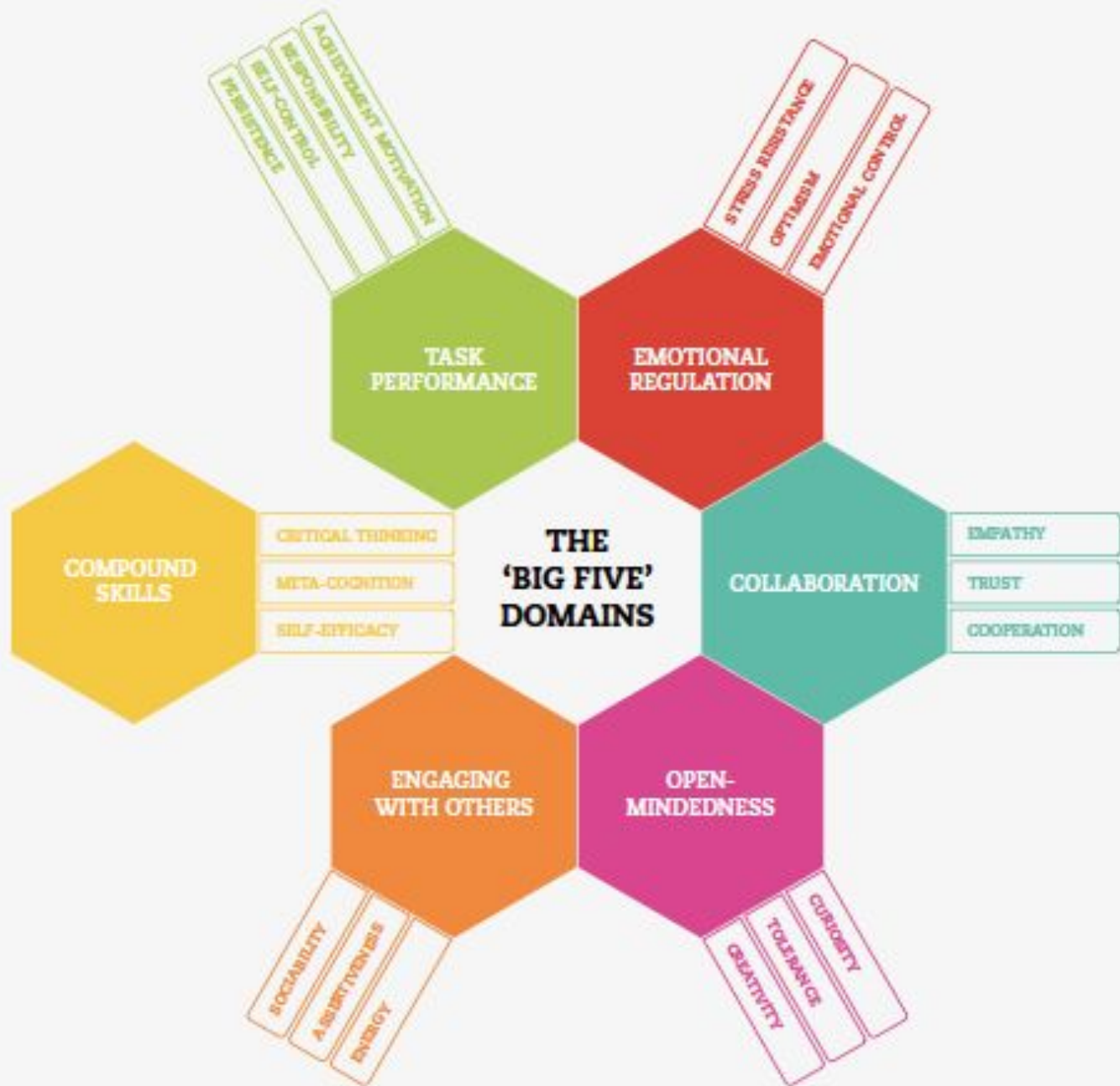
Organização para a Cooperação
e Desenvolvimento Econômico

PISA, PIAAC and TALIS

currículo orientado ao
desenvolvimento de
competências

Social and Emotional Skills -
well-being connectedness and
success

[https://www.oecd.org/education/ceri/
social-emotional-skills-study](https://www.oecd.org/education/ceri/social-emotional-skills-study)



Conscientiousness – getting things done, as required and in time

CONSCIENTIOUSNESS

ACHIEVEMENT MOTIVATION

Setting high standards for oneself and working hard to meet them

SELF-CONTROL

Ability to control impulses, delay gratification and maintain concentration

RESPONSIBILITY

Following through with promises to others

PERSISTENCE

Persevere in tasks and activities, hard to distract

Openness to experience – exploring the world of things and ideas

OPENNESS TO EXPERIENCE

CURIOSITY

Interest in ideas and love of learning, and intellectual exploration

CREATIVITY

Generating novel ideas or products

CULTURAL FLEXIBILITY/ TOLERANCE

Is open to different points of view, values diversity

Extraversion – enjoying and exceling in the company of others

EXTRAVERSION

ENERGY/ACTIVITY

Sustaining vigorous activity throughout a day

ASSERTIVENESS

Enjoying leadership, dominance and assertive behaviours

SOCIABILITY

Preference for social interactions

Agreeableness – concern for the well-being of others

AGREEABLENESS

EMPATHY

Perspective taking and empathic concern for others well-being

CO-OPERATION

Living in harmony with others

TRUST

Assuming that others generally have good intentions

Emotional stability – having a calm and positive emotionality

EMOTIONAL STABILITY

STRESS RESISTANCE

Effectiveness in modulating anxiety and response to stress

EMOTIONAL CONTROL

Keeps their emotions and temper under control

OPTIMISM

Positive expectations for self and life

Compound social and emotional skills

COMPOUND SKILLS

SELF-EFFICACY

Beliefs in one's capabilities to execute tasks and achieve goals

METACOGNITION

Awareness and regulation of inner processes and subjective experiences

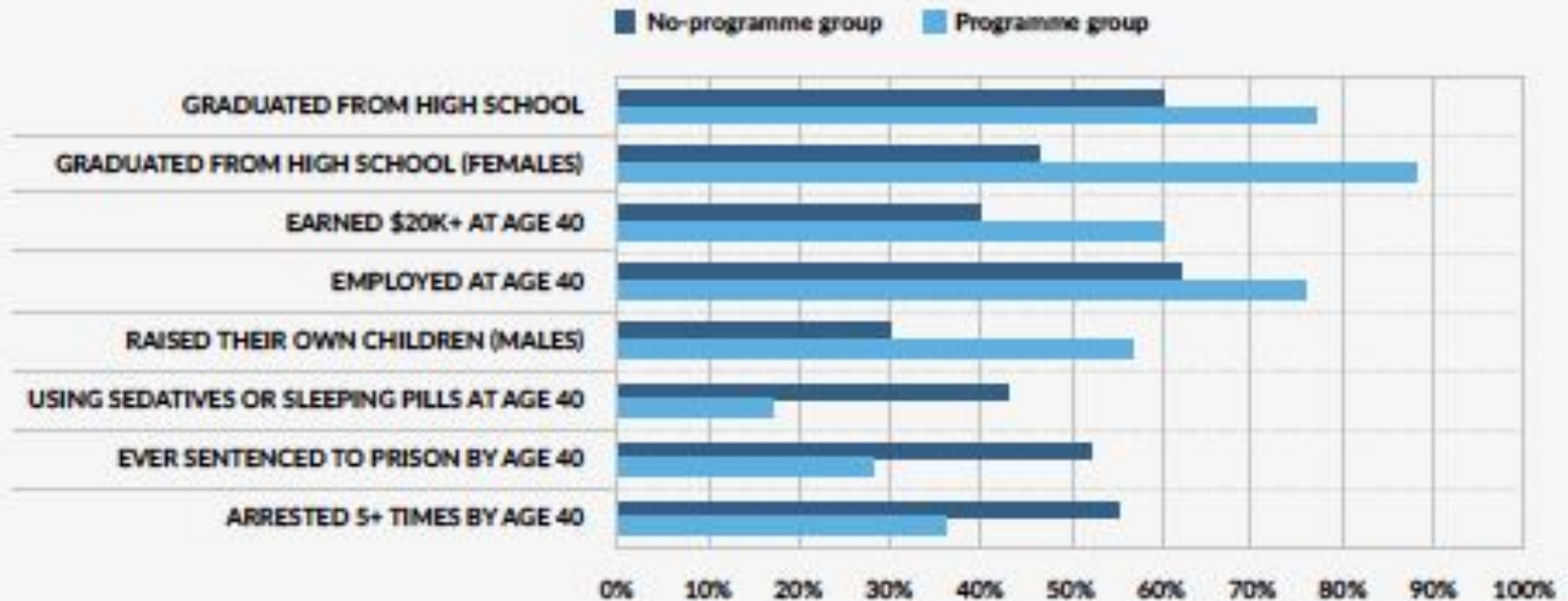
CRITICAL THINKING

Thinking for yourself; grounding beliefs on critical analysis through independent thought

Table 2 Skills and outcomes of the three groups of high-school students in the United States

	SOCIAL AND EMOTIONAL SKILLS	COGNITIVE SKILLS	OUTCOMES
HIGH SCHOOL DROPOUTS (WITHOUT GED DIPLOMA)	LOW	LOW	−
GED GRADUATES	LOW	HIGH	−
REGULAR HIGH SCHOOL GRADUATES	HIGH	HIGH	+

Figure 19 Long-term consequences of participation in the Perry Preschool Program



An often-cited example of an intervention successfully improving social and emotional skills is the Perry Preschool Program. This was a program for disadvantaged 3- and 4-year-olds with an intelligence quotient (IQ, a measure of general cognitive abilities) below 85 at the start of the study. The children were taught various social skills and how to work with others. The programme also included weekly home visits that focused on improving child-parent interactions. The intervention lasted two years and then both the treatment and control groups were followed until the age of 40. It turned out that the intervention did not have any lasting effect on children's cognitive skills. However, results showed persisting improvements in a variety of measures of social and emotional skills of children in the treatment group, which lead to substantively better life outcomes in a variety of areas (Figure 19).

Competências Profissionais - Engenharia, Medicina, ...

Como aprender?

Como avaliar se aprendeu?

Competências

- *conhecimentos*
- *habilidades técnicas*
- *comportamentos e atitudes*

Desenvolver tudo isto junto, em situações reais ou próximas de situações reais (simuladas, em ambiente seguro, com o maior grau de realismo possível!)